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ABSTRACT

This course of study for college students is about educational development in tropical Africa, or Africa south of the Sahara, excluding North Africa and the Republic of South Africa. The major goals of the course are to help students gain knowledge about the educational policies and practices of African countries under the rule of Belgium, England, France, and Portugal during the early 20th century and to help students understand contemporary trends, issues, and problems of education and development in independent African countries. The course involves students in critiquing, analyzing, and summarizing films, slides, journal articles, books, and national and international documents. Students also write papers and compile annotated bibliographies on pertinent topics. The course consists of seven modules. Each module contains an introduction, a list of student goals, a bibliography of print and nonprint instructional resources, and suggested student activities and projects. Included is a pretest with which to ascertain the student's prior overall knowledge of the African continent. (Author/RM)

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EDU 510

AFRICAN EDUCATIONAL SYSTEMS: A COMPARATIVE APPROACH

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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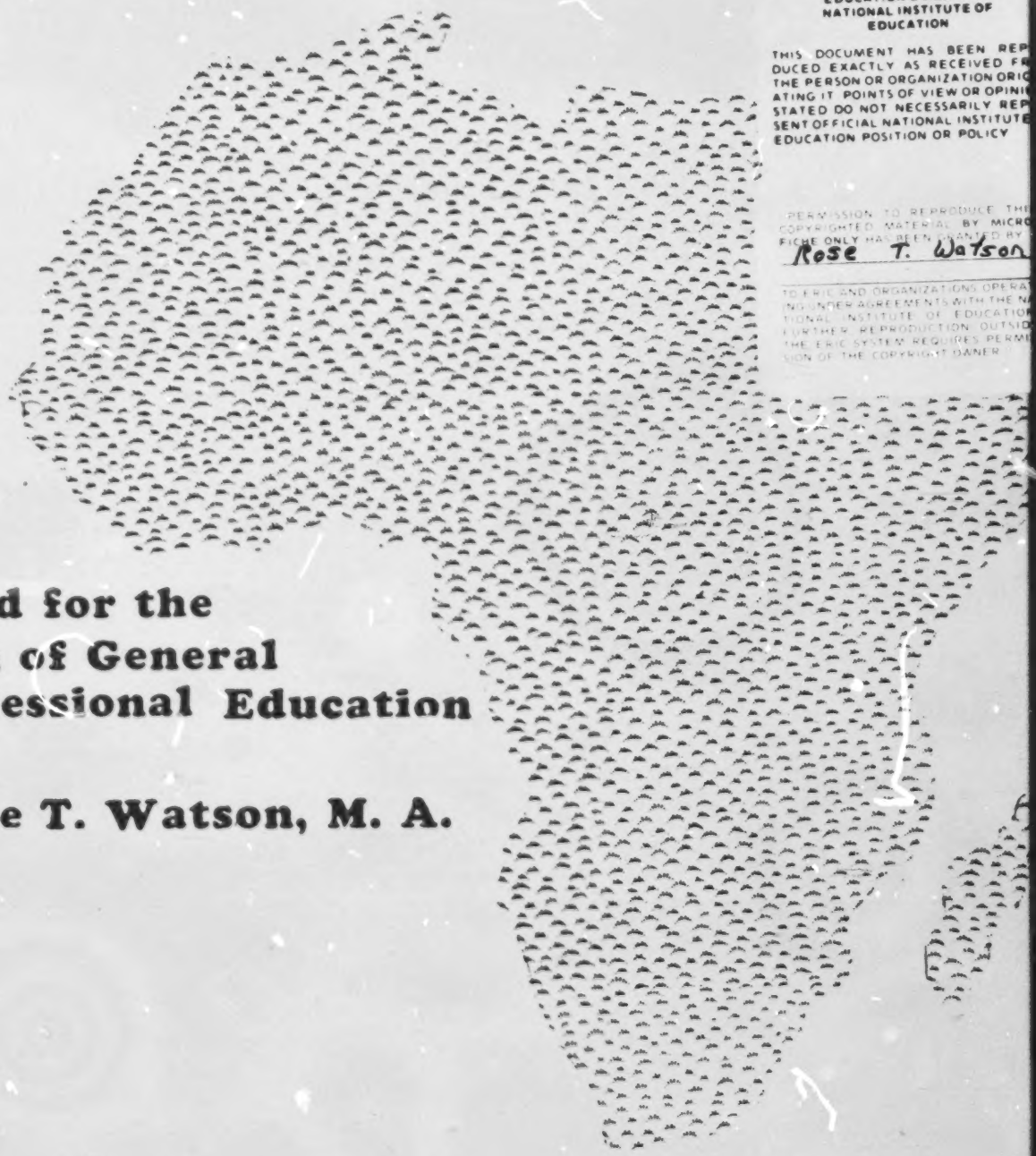

Prepared for the Division of General Professional Education

By - Rose T. Watson, M. A.

1976

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EDU 510

AFRICAN EDUCATIONAL SYSTEMS:

A COMPARATIVE APPROACH

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INTRODUCTION

This is a course about educational development in Tropical Africa or Africa South of the Sahara, excluding both North Africa and the Republic of South Africa. In this course, the student will be provided an opportunity to become familiar with major characteristics, trends and issues of the area under study, as they relate to educational development. The historical and contemporary foundations of education in these countries will be examined. A comparative analysis will be made of the educational policies and practices which guided the inputs and outputs of the educational delivery systems of African countries under the rule of Belgium, England, France and Portuga during the early 20th century.

The major thrust, however, will be focused upon the contemporary trends, issues and problems of education and development in independent African countries. Subsequently, a comparative analysis will be made of the contemporary and colonial educational systems.

In 1961, representatives from 38 independent African countries gathered in Addis Ababa, Ethiopia, sponsored by UNESCO to plan the educational destiny of their countries. This conference was a significant landmark in the development of education in Africa. Since then significant changes have occured within the educational arena in independent African countries, involving international, national, and local cooperation and planning.

At the end of this course, each student will be able to demonstra the following competencies:

1. The student will be able to identify key regions and countries on the African continent.

2. The student will be able to identify major geo-political affiliations of the African countries South of the Sahara.

3. The student will be able to trace the major stages of educational development in the countries under study.

4. The student will be able to identify and interpret socio-economic and political factors which have shaped the development of education in the countries under study.

5. The student will be able to identify major colonial educational policies, practices and structures which evolved in specified African countries under the control of Belgium, England, France and Portugal.

6. The student will be able to identify and analyze major characteristics and implications of the educational crises in Africa today, as it relates to the "developing nation concept."

7. The student will be able to identify and interpret major educational resource inputs, processes and educational outputs of the educational systems of the countries under study.

8. The student will be able to correlate the role of education and manpower development in the countries under study.

9. The student will be able to describe and evaluate "alternative modes" of education and educational innovations which are being attempted.

10. The student will be able to identify international organizations and resources involved in the contemporary educational thrust.

11. The student will be able to demonstrate a knowledge of techniques and strategies which must be brought into play in searching solutions for the world educational crises.

COURSE DESIGN

This course consists of seven modules out of which, each student must complete four. Each module consists of one or more tasks which are the major competencies to be developed in that unit. The tasks are followed by one or more enabling activities, designed to assist the student in accomplishing the task.

A wide range of instructional resources have been identified and assembled which will afford the student flexibility and creativity in accomplishing the tasks. Instructional resources include: films, slides, microfilms, journal and periodical articles, national and international documents as well as books from the general collection.

Specific instructional resources will be listed for each module. Students will also have access to a more comprehensive reference listing which has been prepared by the professor.

Only one textbook will be required: Cowan, O'Connell, Scanlon, Education and Nation Building in Africa. New York, Praeger Publishers, 19

GRADING

Effective fall quarter, 1975, the Board of Regents (BOR) for the State University System (SUS approved an A, B, C, D, NC grading system for Florida International University. Accordingly, the following method will be used to determine each student's letter grade for this course:

A-work: To receive the letter grade of A in this course, a student must do the following:

1. Complete all tasks in the course syllabus to the satisfaction of the professor, and maintain an A average.
2. Attend all classes, except for excused absences due to emergencies, and participate in class activities and discussions.

3. Receive B or better on a final project assigned and/or approved by the professor.

B-work: To receive the letter grade of B in this course, a student must do the following:

1. Complete all tasks in the course syllabus to the satisfaction of the professor and maintain a B average.

2. Same as #2 on page 3.

C-work: To receive the letter grade of C in this course, a student must do the following:

1. Complete all tasks in the course syllabus to the satisfaction of the professor and maintain at least a C average

2. Same as #2 on page 3.

D-work: To receive the letter grade of D, a student will carry out step one at a marginal level of performance.

Any student who fails to attain the level of performance necessary to receive one of the above letter grades by the end of the quarter, will be given an NC grade, unless the student, on his own initiative, makes arrangements with the professor to extend the time for completion.

GENERAL INFORMATION FOR STUDENTS ENROLLED IN COURSES
IN GENERAL PROFESSIONAL EDUCATION (EDU) AND
ADMINISTRATION AND SUPERVISION (EDA)

The Division of General Professional Education and Educational Administration wishes to advise students of certain expectations and procedures within courses of the Division. These are general guidelines Specific expectations and procedures are set forth in the course outline

A. Regarding written papers

1. Write your name, course number, module and title, instructor, and date on title page.

2. Separate tasks or parts of tasks with heading.

3. Do not take material verbatim from sources unless material is placed in quotes and footnoted. Unless material is shown as a quotation, the assumption is that the material is in your own words. References to authors and quotations should be footnoted.

4. The instructor reserves the right to question students orally about their papers to see if they fully understand what they have put down on paper.

5. A bibliography should be placed at the end of the paper showing the sources used for the paper.

6. The assumption is made that more than the assigned texts will be used as sources for papers.

7. Attention should be given to correct English usage--grammar and spelling. Papers should be proof-read before turning in. Minor errors in typing will be ignored.

8. Students must successfully complete all tasks to earn credit for the course. Students are expected to make every effort to complete all course requirements during the quarter in which they are registered.

9. Unless the instructor specifically announces that reports may be done by persons working together, the instructor assumes that papers are the work of the individual whose name appears on it when turned in. Papers are expected to be the original work of the individual. In the case of reports permitted by more than one persons, the names of all persons participating in the report must appear on the paper.

10. The same paper is not acceptable to fulfill assignments in more than one course.

11. Papers which are not claimed by students who have passed a course will be retained by a professor for one quarter after which time they may be destroyed.

B. Regarding incomplete work

1. Students who earn IN (Incomplete) in a course are expected to complete that course with the instructor in whose course he/she earned the IN. This applies to part-time, adjunct instructors as well as regular faculty. Students must complete work for a course no later than the end of the quarter following the quarter in which they were enrolled. Faculty will give attention to incomplete work after currently enrolled student needs are met.

MODULE I

An Overview of the African Continent

INTRODUCTION.

Africa is a huge continent, measuring 5000 miles on a straight line from east to west and approximately the same distance from North to South. To give a clearer indication of the size, the land area of the United States, Western Europe, India and China could be fitted into the land area of Africa.

The countries vary extremely in terms of topography, climate, people, language,cultures, natural resources. The estimated population of about 260 million people is made up of from 800-1000 ethnic groups, which range in size from about 5 million persons to just a few hundred. There are 800 or more distinct languages in Africa, some of which have their own dialects. In this module, the student will become conversant about the African continent in general.

GOALS.

1. The student will gain an understanding of the diversities, complexities and commonalities to be found on the African continent.

2. The student will gain an awareness of the varied socio-political and cultural concepts under which education evolved in specific countries under study, with particular attention to religions, ethnic and linquistic factors.

TASK 1.1

The student will sketch and label on an outline map of Africa the following regions and sub-divisions: North Africa, Africa South of the Sahara, East Africa, West Africa, South West Africa and South Africa.

TASK 1.2

The student will select two African countries, South of the Sahara, excluding South Africa. The countries selected must have been under the influence of Belgium, England, France or Portugal. In not more than 5 pages, the student will:

a. define the geographical boundaries of each country selected.

b. describe the people, the land, the natural resources, the economy.

c. identify major historical factors of the selected countries including European involvement.

d. describe the present governmental system of selected countries

INSTRUCTIONAL RESOURCES.

1. Films
   a. Africa - A Study of the Land, People, Culture and Present Day Political and Cultural History.
   b. African Continent - Tropical Region
   c. African Continent - Southern Region
2. Slides - Angola, Mazambique, and Rhodesia, taken by the professor.
3. Outline map.
4. Kimble, George, Tropical Africa. New York, The Twentieth Century Fund, 1960, V. 2.
5. Paden and Soja, The African Experience. Evanston, Northwestern University Press, 1970.
6. Hailey, Lord William, An African Survey. London, New York, Oxford University Press, 1957.
7. National Basic Intelligence Factbook, Washington D. C., Library of Congress, 1975
8. International Yearbook of Education, UNESCO.

9. World Survey of Education, UNESCO.

10. Background Notes, Department of State.

11. Sasnett, Mortena Tenney, Educational Systems of Africa. Berkeley, University of California Press, 1967.

12. Comprehensive Reference List.

ENTRY LEVEL.

No special requirement.

MODULE II

An Historical Survey of the Development of

Education in Africa

INTRODUCTION.

Africa has had a long and impressive history, having compiled a long listing of accomplishments and contributions to human history.

In Africa, as in other parts of the world, most people have traditionally acquired their skills, knowledge and attitudes from institutions other than formal schools. Education for life was part of the community life of the tribe in which the young generation was prepared for its role in society, through organized patterns and systematic instruction.

Western education was introduced on the African continent as a part of the missionary enterprise. This period began around 1450. Missionaries maintained a strategic role in education until the end of the 19th century.

GOAL.

The student will become familiar with the historical development of education in Africa South of the Sahara; and the introduction of western education.

TASK 2.1

The student will select one of the two countries selected in Module I for in-depth study, and trace the development of education in that country in respect to the following: (Not more than five pages.)

a. describe ancient African accomplishments of the region.
b. explain traditional forms of education of the selected country.
c. describe the introduction of western education.
d. critique the educational delivery system at the end of World War I.

INSTRUCTIONAL RESOURCES.

1. Film - Dr. Leaky and the Dawn of Man, Encyclopedia Britannica Films.
2. Film - Negro Kingdoms of Africa's Golden Age, Atlantis Productions, 894 Sheffield Place, Thousand Oaks, Calif. 91362
3. Clark, Leon E., The African Past and the Coming of the European. New York, Praeger Publishers, 1970.
4. Scanlon, David G., Traditions of African Education. New York, Bureau of Publications, 1964.
5. Battle, Vincent, History of African Education. New York Columbia University Center For Education in Africa Publications.
6. Makulu, H. F., Education, Development and Nation Building in Independent Africa. London, SCM Press Ltd., 1971.
7. Educational Development in Africa, 3 vols. 1969. (UNESCO) Unipub.
8. Comprehensive Reference List.

MODULE III

British Educational Policies and Practices in Countries as Botswana, Swaziland, Kenya, Tanzania, Uganda

INTRODUCTION.

After World War I the League of Nations engendered great international interest in the problems of Colonial education, thus forcing the European countries in question to review their educational activities. Pressure on missions to provide education was becoming greater. Rumblings about the disinterested attitude of the European governments, in African education were heard in Africa, Europe and America. The question of the obligation of the government to take responsibility for education was being discussed. Confusion as to the aims of African education was apparent.

An appeal was made by the Foreign Missions Board of North America to the Phelps Stokes Fund, (the body in America which planned and carried out educational activities for American blacks). A commission was named composed of American, British and African educators who visited the educational institutions of West Africa. Their report confirmed the criticisms of the missionaries and government officers regarding the curricula organization and administration of African schools.

In England in 1923, the British Colonial Office appointed an Advisory Committee on Native Education in British Tropical African Dependencies. The function of this Committee was to advise the Secretary of State for the Colonies on the development of education in Africa

The Committee published its recommendations in 1925 in a memorandum entitled: "Education Policy in British Tropical Africa."

GOALS.

1. The student will have an understanding of the educational climate in the British African countries under study, during late 19th and early 20th centuries.

2. The student will become familiar with key commissions, review panels and legislation during early 20th century which had a direct bearing upon the development of educational policies and practices in British Tropical Africa.

3. The student will understand the nature of the educational crises encountered at independence by the countries under study.

TASK 3.1

The student will critique the Phelps Stokes Commission Report emphasizing the ramifications of the Commission's findings upon the development of education in the British African countries under study.

TASK 3.2

The student will analyze the major Commission Reports, Review Panels and Legislation which influenced the development of educational policy in British Africa during early 20th century. In so doing,

a. the student will summarize the Advisory Committee's Report on Native Education in British Tropical African Dependencies 1925.

b. the student will analyze the Nuffield Foundation and the Colonial Office Report of the Commission of African Education

c. the student will analyze the Asquith Commission Report as to its role in the development of higher education.

d. the student will summarize the Colonial Development and Welfare Act.

e. the student will analyze the Report of the Cambridge Conference on Education.

TASK 3.3

The student will analyze the educational system of the country selected in Module II. Groups will be formed to make a comparative analysis of the 4 systems under study, using the following criteria:

a. educational philosophy,

b. policy,

c. organizational structure,

d. external and internal forces affecting the educational delivery systems.

Group presentations will be made. Creativity is encouraged.

INSTRUCTIONAL RESOURCES.

1. Cowen, O'Connell, Scanlon, Education and Nation Building in Africa. Washington, Praeger Publishers, 1965, PP. 3-45.
2. Scanlon, David, Traditions of African Education. New york, Bureau of Publications, 1964, PP. 90-113.
3. UNESCO's International Yearbook of Education and Statistical Yearbook.
4. Sasnett, Mortena Tenney, Educational Systems of Africa. Berkeley, University of California Press, 1967.
5. World Survey of Education, UNESCO.
6. Sloan, Ruth C., The Educated African, A Country-by-Country Survey of Educational Development in Africa. New York, Praeger Publishing Company, 1962.
7. Makula, H. F., Education, Development and Nation Building in Independent Africa. London, SCM Press Ltd., 1971.
8. Educational Development in Africa, 3 Vols., 1969, UNESCO, Unip
9. Comprehensive Reference List

ENTRY LEVEL.

No special requirement.

MODULE IV

French Educational Policies and Practices in Countries as The Central African Republic, Gabon, The Congo Republic, Senegal, Dahomey, Togo, Upper Volta, Chad

INTRODUCTION.

There was no uniform educational policy in the French African territories, prior to 1903, when a general plan of education was drawn up

Educational policy aimed at establishing French culture in Africa.

The school system was modelled in content and method after Metropolitan France. There was little attempt to adapt methods or curriculum to the needs or conditions of the territories.

One of the clearest statements of French educational policy in Africa is found in a document entitled, "The Organization of Public Education in French Equatorial Africa," issued in 1925 by the Governor General.

In this module, we will review and critique the conferences and legislation which had a direct relationship to educational development in the French African territories from the end of World War I to the early 1960's (independence).

GOALS.

1. The student will develop an understanding of the educational climate in the French African countries under study, during late 19th and early 20th centuries.
2. The student will become familiar with review panels, conferences and legislation during early 20th century which had a direct bearing upon the development of educational policies and practices in French Africa.
3. The student will understand the nature of the educational crises encountered at independence by the countries under study.

TASK 4.1

The student will critique the Phelps Stokes Commission Report, emphasizing the ramifications of the Commission's findings upon the development of education in the French African countries under study.

TASK 4.2

The student will analyze the major review panels, conferences and legislation which influenced the development of educational policy in French Africa during early 20th century. In so doing,

a. the student will summarize the Circular Number 8 concerning the Organization of Public Education - 1925
b. the student will critique the Educational Report of the Committee for Modernization of Overseas Territories
c. the student will analyze the Brazaville Conference- 1944
d. critique other relevant data.

TASK 4.3

The student will analyze the educational system of the country selected in Module II. Groups will be formed to make comparative analyses of the four (4) systems under study, using the following criteria:

a. educational philosophy
b. educational policy
c. organizational structure
d. external and internal forces affecting the educational delivery systems of the country under study.

Class presentations will be made. Creativity is encouraged.

INSTRUCTIONAL RESOURCES.

1. Cowen, O'Connel, Scanlon, Education and Nation Building in Africa. Washington, Praeger Publishers, 1965, PP. 3-45.
2. Scanlon, David, Traditions of African Education. New York, Bureau of Publications, 1964, PP. 90-118.

3. UNESCO's Internatioanl Yearbook of Education and Statistical Yearbook.

4. Sasnett, Mortena Tenney, Educational Systems of Africa. Berkeley, University of California Press, 1967.

5. World Survey of Education. UNESCO.

6. Sloan, Ruth C., The Educated African, A Country-by-Country Survey of Educational Development in Africa. New York, Praeger Publishing Company, 1962.

7. Makula, H. F., Education, Development and Nation Building in Independent Africa. London, SCM Press Ltd., 1971.

8. Educational Development in Africa, 3 Vols., 1969, UNESCO, Uni

9. Comprehensive Reference List

ENTRY LEVEL.

No special requirement.

MODULE V

Belgian Educational Policies and Practices in Countries as the Republic of Zaire, Rwanda and Burundi

INTRODUCTION.

Official Belgian recognition of education began in 1906, when Leopole II signed a concordat with the Vatican. Under the terms of the Concordat, Catholic schools were granted a privileged position and received government subsidies for providing educational services. Protestant missions were permitted to operate but received no financial assistance from the government until 1948.

The basic characteristics of Belgian policy were its strong utilitarian bias and its emphasis upon primary education and attempts were made to adapt the education to the African milieu.

Like Britain and France, Belgium reviewed its educational policy in Africa after World War I, and issued an official report on new policy directions entitled "The Establishment of Subsidized Private Education for Natives." The report emphasized that the Belgian system of education could not be transferred to the Congo and that a new school system would have to be devised.

GOALS.

1. The student will develop an understanding of the educational climate in the Belgian African countries under study, during late 19th and early 20th century.
2. The student will become familiar with review panels, conferences and legislation during the early 20th century which had a direct bearing upon the development of educational policies and practices in Belgian Africa.
3. The student will understand the nature of the educational crises encountered at independence by the country under study.

TASK 5.1

The student will critique the Phelps Stokes Commission Report, emphasizing the ramifications of the Commission's findings upon the development of education in the Belgian African countries under study.

TASK 5.2

The student will analyze the major review panels, conferences and legislations which influenced the development of educational policy in Belgian Africa during early 20th century. In so doing,

a. the student will analyze the Concordat signed by Leopold II, granting a privileged position to Catholic Schools, which received government subsidies to provide Native Education in 1906.

b. the student will critique the Official Report issued by Belgium which reviewed its educational policy in Africa after World War II.

c. the student will summarize the 1948 Report entitled, "Establishment of Subsidized Private Education for Natives."

d. critique other relevant data.

TASK 5.3

The student will analyze the educational system of the country selected in Module II. Groups will be formed to make comparative analyses of the four (4) systems under study, using the following criteria:

a. educational philosophy

b. educational policy

c. organizational structure

d. external and internal forces affecting the educational delivery systems of the country under study.

Class presentations will be made. Creativity is encouraged.

INSTRUCTIONAL RESOURCES.

1. Cowen, O'Connel, Scanlon, Education and Nation Building in Africa. Washington, Praeger Publishers, 1965, PP. 3-45.
2. Scanlon, David, Traditions of African Education. New York, Bureau of Publications, 1964, PP. 90-118.
3. UNESCO'S International Yearbook of Education and Statistical Yearbook.
4. Sasnett, Mortena Tenney, Educational Systems of Africa. Berkeley, University of California Press, 1967.
5. World Survey of Education, UNESCO.
6. Sloan, Ruth C., The Educated African, A Country-by-Country Survey of Educational Development in Africa. New York, Praeger Publishing Company, 1962.
7. Makula, H. F., Education, Development and Nation Building in Independent Africa. London, SCM Press Ltd., 1971.
8. Educational Development in Africa, 3 Vols., 1969, UNESCO, Unipu
9. Comprehensive Reference List

ENTRY LEVEL.

No special requirement.

MODULE VI

Portuguese Educational Policies and Practices in East and West African Countries as Mozambique, Angola, Guinea-Bissau, Cape Verde, Sao Tome

INTRODUCTION.

The Portuguese educational policy in the African territories has been part of a wider policy of integrating the territories into metropolitan Portugal. Schools have been utilized as a vehicle for introducing Africans to the Portuguese language, culture and Catholic religion. The aim of the educational system has not been to train Africans for self government, but to become nationals of Portugal.

The first specific government provision for education in the overseas provinces was authorized by decrees of 1845 and 1869.

After 500 years of Portuguese African rule, with the policy of assimilation, the literacy rate in the Portuguese territories is extremely low. Portugal is finally being forced out of Africa. Guinea-Bissau and Mozambique became independent in 1974. Angola, the larger and richer colony, in natural resources, is slated for independence on November 11, 1975.

GOALS.

1. The student will development an understanding of the educational climate in the Portuguese African countries under study, during late 19th and early 20th century.
2. The student will become familiar with review panels, conferences and legislation during early 20th century which had a direct bearing upon the development of educational policies and practices in Portuguese Africa.
3. The student will understand the nature of the educational crises to be encountered at independence by the countries under study.

TASK 6.1

The student will critique the Phelps Stokes Commission Report, emphasizing the ramifications of the Commission's findings upon the development of education in the Portuguese African countries under study.

TASK 6.2

The student will analyze the major forces which shaped the educational policy in the Portuguese Colonies during late 19th and early 20th century. In so doing,

a. the student will summarize the major decrees authorizing the government to make provisions for education.
b. the student will describe the role of the Catholic Church in providing education for African population.
c. the student will analyze the role of the protestant missions in providing education for the African population.
d. the student will critique other relevant data.

TASK 6.3

The student will analyze the educational system of the country selected in Module II. Groups will be formed to make comparative analyse of the four (4) systems under study, using the following criteria:

a. educational philosophy
b. educational policy
c. organizational structure
d. external and internal forces affecting the educational delivery systems of the country under study.

Class presentations will be made. Creativity is encouraged.

INSTRUCTIONAL RESOURCES.

1. Samuels, Michael Anthony, Education in Angola, 1878-1914. New York, Teachers College Press, 1970.

2. Duffy, James, Portuguese Africa. Cambridge, Harvard University Press, 1959.

3. Abshire and Samuels, Portuguese Africa, A Handbook. New York, Praeger Publishers, 1969.

4. Duffy, James, Portugal in Africa. Cambridge, Harvard University Press, 1962.

5. Sloan, Ruth C., The Educated African, A Country-by-Country Survey of Educational Development in Africa. New York, Praeger Publishing Company, 1962.

6. Jasnett, Mortena Tenney, Educational Systems of Africa. Berkeley, University of California Press, 1967.

7. World Survey of Education, UNESCO.

8. UNESCO's International Yearbook of Education and Statistical Yearbook.

9. Comprehensive Reference List.

ENTRY LEVEL.

No special requirement.

MODULE VII

The Contemporary Educational Thrust in Modern and Independent Africa

INTRODUCTION.

Independent African states today, have embarked on education and development plans calculated to increase their standards of living. These plans aim at increasing productivity in agriculture, forestry products, animal husbandry, minerals, establishing secondary as well as heavy industry, and at increasing the volume of trade.

The critical problem of Africa's economic development lies in the training of sufficient numbers of people who possess the specialized skills and competencies necessary for building and operating a modern nation.

Since the Conference of African States, held in Addis Ababa, Ethiopia in May, 1961, the educational philosophy of contemporary Africa is that education must be geared to manpower needs and nation building. To quote Dr. K. A. Busia, an African educator from Ghana in his book, Purposeful Education For Africa:

> "It is apparent that what Africa is seeking is a philosophy of education that has a total view of man and society; one that is rooted in the past, but is also attuned to the revolution of our times, taking account of the transformations now in process and the new perspectives stretching before us. Education must pass on the heritage of the past, cope with the present and prepare for the future."

GOALS.

1. The student will gain an understanding of the new philosophies of education in independent African nations.
2. The student will recognize the sifnificance of education to all aspects of national development.
3. The student will become familiar with alternative modes of education and educational innovations which are being attempted in independent African countries under study.

4. The student will become aware of some of the crucial educational problems and issues.

5. The student will understand the strategy of educational planning.

6. The student will become familiar with the role of international organizations and personnel in assisting Africa to meet its developmental goals.

7. The student will be able to make broad projections as to the future trends of education in Africa.

TASK 7.1

The student will write a paper (10-15 pages) describing the various components of the contemporary educational thrust in the country selected in Module II, or another country may be selected. The educational system will be described in relation to:

a. the educational administration and organization

b. the school system in terms of:

(1) Primary education

(2) Secondary education

(3) Vocational education

(4) Higher education

(5) Technical education

c. a projection of future educational trends

TASK 7.2

The student will choose four of the topics listed below or another topic chosen by the student and approved by the professor. The student will make an annotated bibliography and critique of an article or chapter in a book on the subject. An acceptable format must be used for this activity. Two of the annotations must be presented orally in class, to be evaluated in terms of its clarity and the student's ability to interpret facts and figures.

SUGGESTED TOPICS

1. Education and training for rural development
2. The education of women
3. Non-formal education
4. Higher education in Africa
5. Programmed Instruction
6. Educational innovations
7. Adult education
8. Planning and organizing adult literacy programs
9. The role of international organizations in educational planning and development
10. The role of international personnel in educational delivery systems
11. Teacher training
12. Special problems in education in Tropical Africa
13. The role of research in educational planning and development
14. Regional educational councils
15. The role of the organization of African unity in educational development
16. The economic commission for Africa and education
17. The West African Council for Teacher Education
18. The Eastern Council of the Association for Teacher Education in Africa.
19. Educational projections
20. The United States and educational development in Africa.

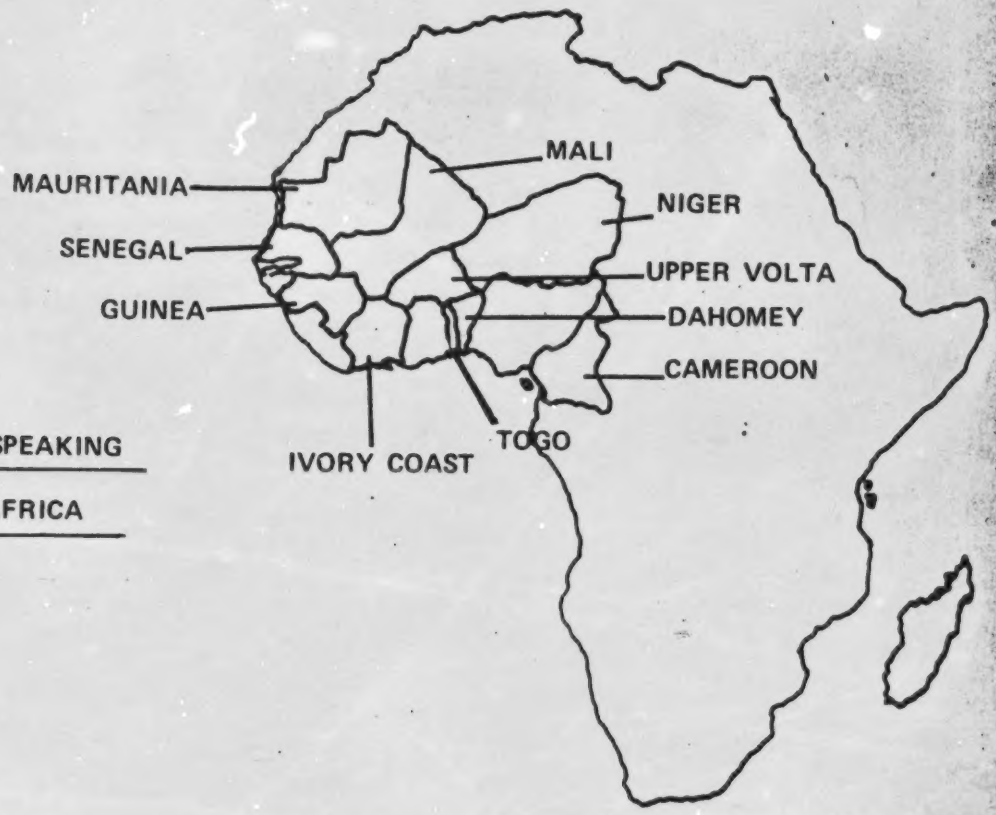
INSTRUCTIONAL RESOURCES.

1. Outline of A Plan for African Educational Development. UNESCO, 1961
2. Comprehensive Reference List.

Tunis
Algiers
TUNISIA
Rabat
MOROCCO
Benghazi
Tripoli
ALGERIA
Cairo
El Aaiún
LIBYA
EGYPT
SPANISH SAHARA
MAURITANIA
CAPE VERDE IS.
Nouakchott
Praia
SENEGAL
Dakar
UPPER VOLTA
Ouagadougou
NIGER
THE GAMBIA
Banjul
MALI
Bamako
Niamey
CHAD
Khartoum
GUINEA
Conakry
Ndjemena
SUDAN
F.T.A.I.
Djibouti
GUINEA-BISSAU
Bissau
DAHOMEY
Porto Novo
ETHIOPIA
Freetown
SIERRA LEONE
IVORY COAST
Abidjan
GHANA
Accra
NIGERIA
Lagos
Addis Ababa
Monrovia
LIBERIA
CENTRAL AFRICAN REPUBLIC
TOGO
Lome
CAMEROUN
Bangui
Yaounde
SOMALIA
EQUATORIAL GUINEA
Malabo
UGANDA
Kampala
Mogadishu
SAO TOME E PRINCIPE
Libreville
GABON
KENYA
Nairobi
RWANDA
Kigali
CONGO
Brazzaville
ZAIRE
BURUNDI
Bujumbura
Kinshasa
TANZANIA
ZANZIBAR
Dar es Salaam
Luanda
SEYCHELLES IS.
Victoria
ANGOLA
Moroni
COMORO IS.
ZAMBIA
Lusaka
MALAWI
Lilongwe
Salisbury
RHODESIA
MOZAMBIQUE
Tananarive
NAMIBIA
Windhoek
BOTSWANA
MALAGASY REPUBLIC
MAURITIUS
Gaborone
Pretoria
Lourenco Marques
SOUTH AFRICA
SWAZILAND
Mbabane
LESOTHO
Maseru

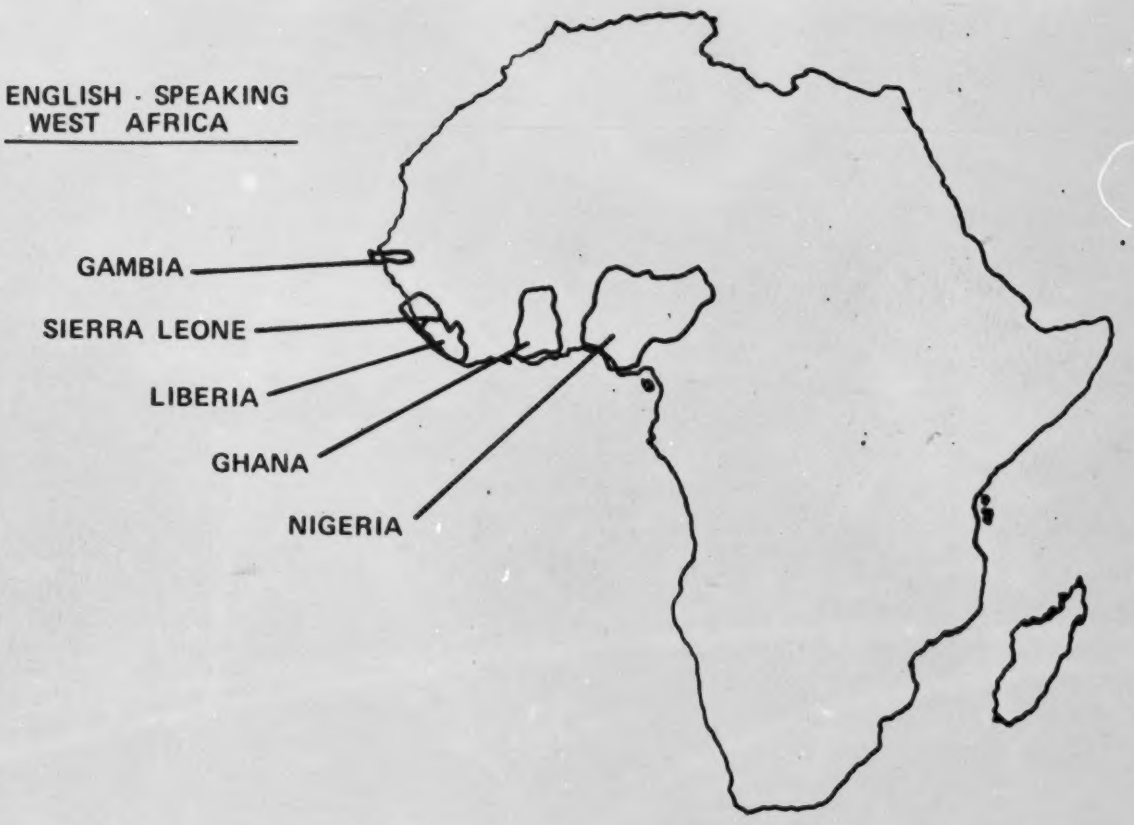
EAST AFRICA

Country & Capital	Area (sq. miles)	Est. Population	Independence Dates or Political Status	Official Language
EMPIRE OF ETHIOPIA Addis Ababa	400,000	22,000,000	About 2,000 years*	English
*Conquered by Italy in 1935-36, but liberated by British forces in 1941)				
REPUBLIC OF KENYA Nairobi	224,960	8,676,000	12 December 1963	English
REPUBLIC OF SOMALIA Mogasdiscio	246,135	2,400,000	1 July 1960	English & Italian
FRENCH SOMALILAND Djibouti	8,494	81,000	French Overseas Territory	French
REPUBLIC OF THE SUDAN Khartoum	967,500	12,831,000	1 January 1956	English
THE UNITED REPUBLIC OF TANZANIA Dar es Salaam			Merged: Apr. 26, 1964 Changed name: Oct. 29, 1964	English
Formerly :Republic of of Tanganyika (Dar es Salaam)	362,688	9,538,000	(9 December 1961)	
and Zanzibar (Zanzibar Town)	640	165,253	(10 December 1963)	
UGANDA	93,981	6,845,000	9 October 1962	English

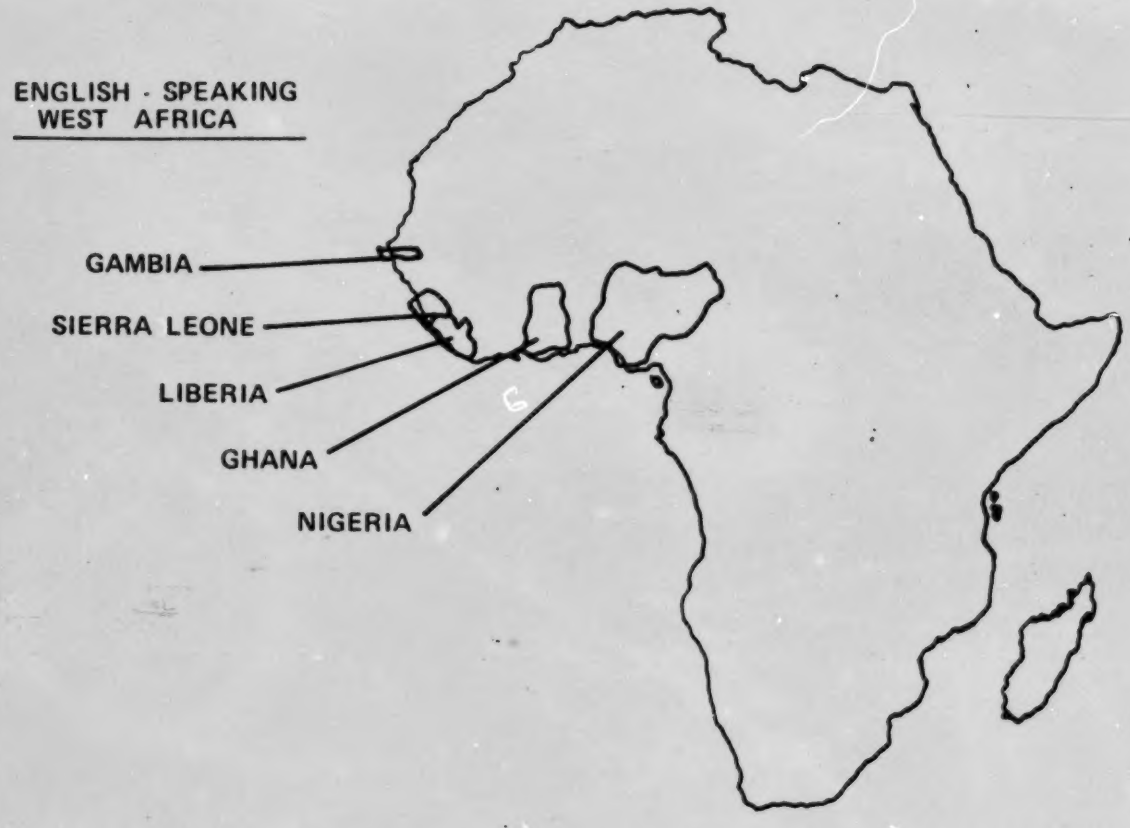


FRENCH - SPEAKING WEST AFRICA

Country & Capital	Area (sq. miles)	Est. Population	Independence Dates or Political Status	Official Language
REPUBLIC OF MALI Bamako	465,050	4,900,000	22 September 1960	French
ISLAMIC REPUBLIC OF MAURITANIA Nouakchott	491,300	1,000,000	28 November 1960 (Remained within French community)	French
REPUBLIC OF NIGER Niamey	459,180	2,900,000	3 August 1960 (Entente country)	French
REPUBLIC OF SENEGAL Dakar	76,084	3,100,000	20 August 1960	French
REPUBLIC OF TOGO Lome	22,002	1,000,000	28 November 1960	French
REPUBLIC OF UPPER VOLTA Ouagadougou	113,100	4,400,000	5 August 1960 (Entente country)	French
FEDERAL REPUBLIC OF CAMEROUN Yaounde	193,681	4,800,000	1 January 1960 (Remained within French community)	French
REPUBLIC OF DAHOMEY Porto Novo	44,685	2,050,000	1 August 1960 (Entente country)	French
REPUBLIC OF GUINEA Conakry	98,865	3,000,000	2 October 1958	French
REPUBLIC OF IVORY COAST Abidjan	127,520	3,400,000	7 August 1960 (Entente country)	French



Country & Capital	Area (sq. miles)	Est. Population	Independence Dates or Political Status	Official Language
THE GAMBIA Bathurst	4,011	316,000	18 Feb. 1965	English
REPUBLIC OF GHANA Accra	92,100	7,148,000	6 March 1957	English
REPUBLIC OF LIBERIA Monrovia	42,990	1,290,000	26 July 1847	English
FEDERATION OF NIGERIA Lagos	356,669	35,952,000	1 October 1960	English
SIERRA LEONE Freetown	27,925	2,260,000	27 April 1961	English



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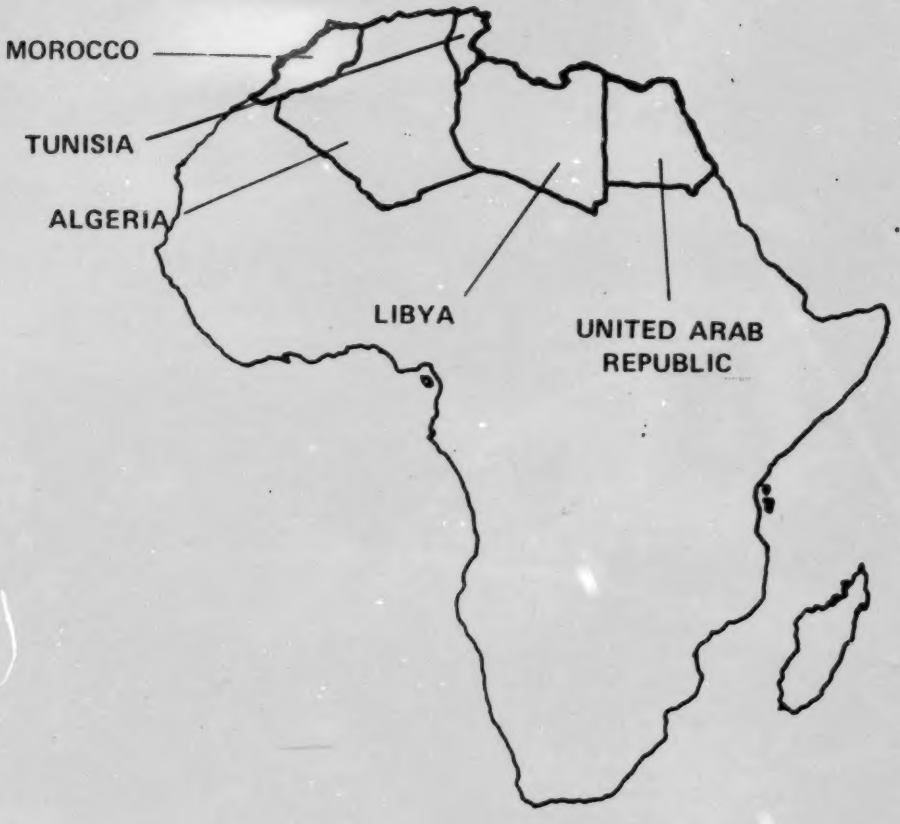
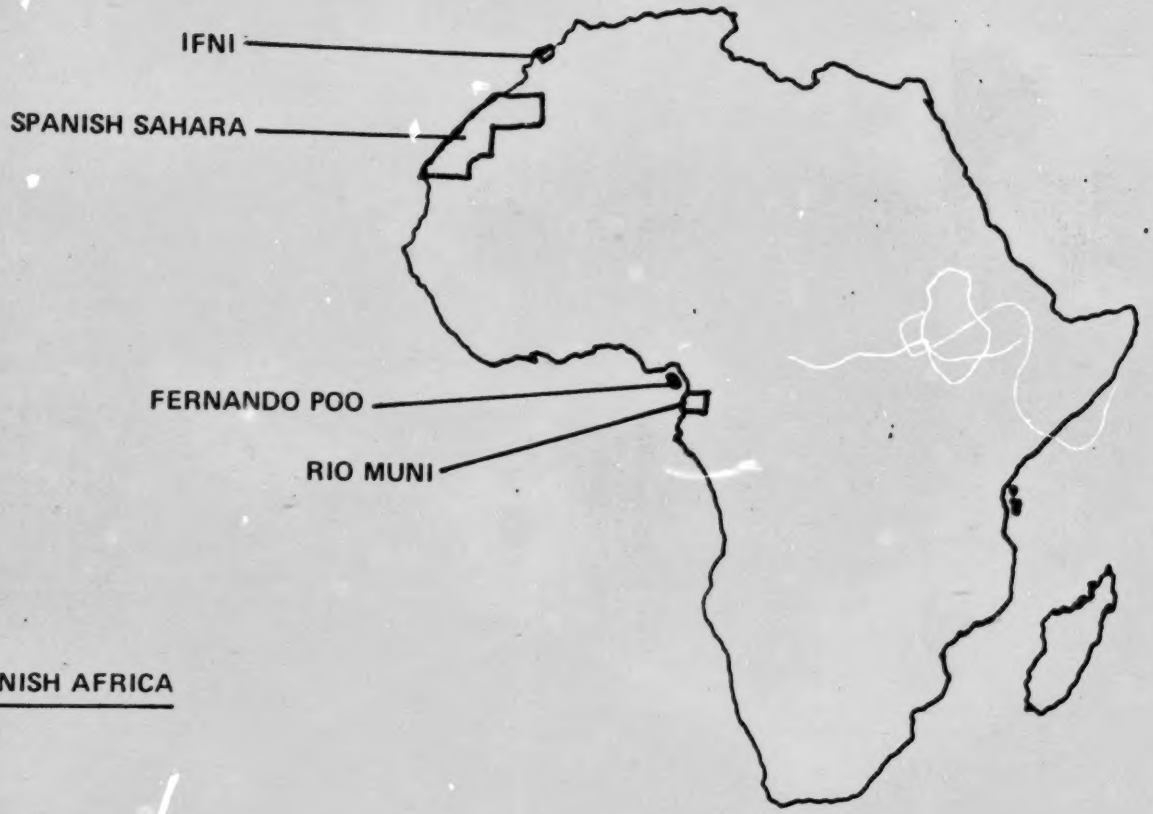


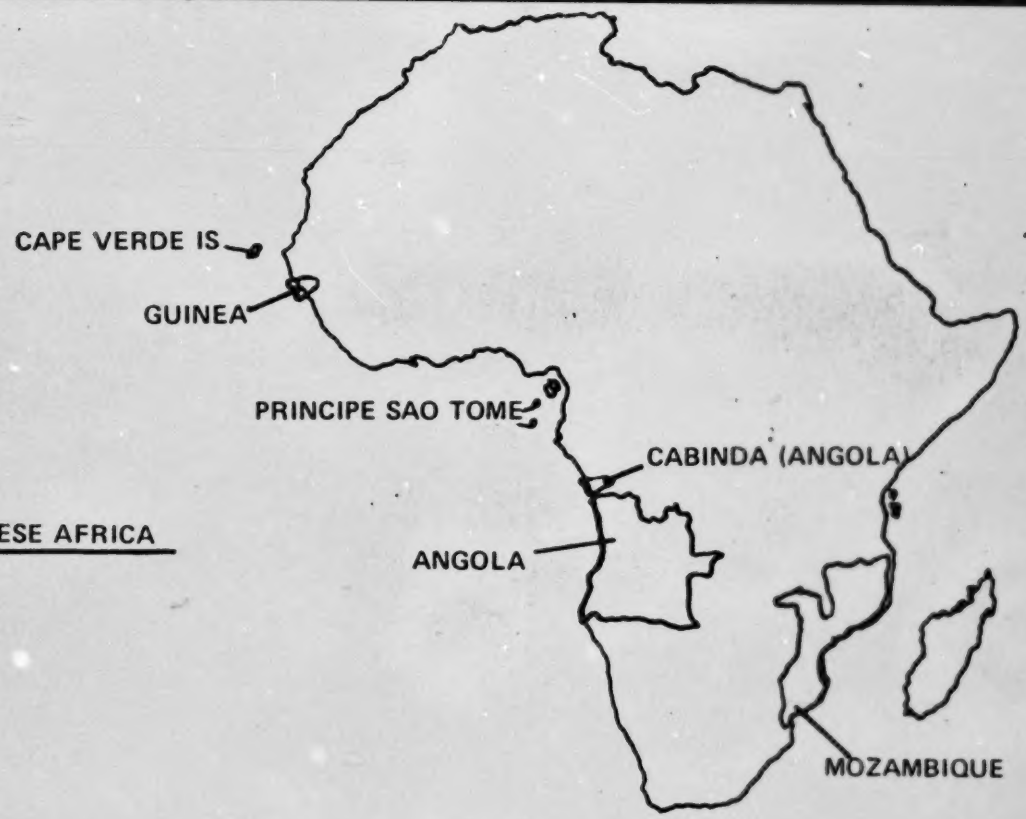
NORTH AFRICA

Country & Capital	Area (sq. miles)	Est. Population	Independence Dates or Political Status	Official Language
DEMOCRATIC & POPULAR REPUBLIC OF ALGERIA Algiers	952,198	11,020,000	5 July 1962	Arabic & French
KINGDOM OF LIBYA Beyda (formerly: Tripoli and Benghazi)	680,000	1,244,000	24 December 1951	Arabic & English
KINGDOM OF MOROCCO Rabat	171,305	13,320,0001	2 March 1956	Arabic & French
REPUBLIC OF TUNISIA Tunis	63,362	4,300,000	20 March 1956	Arabic & French
UNITED ARAB REPUBLIC				



SPANISH AFRICA

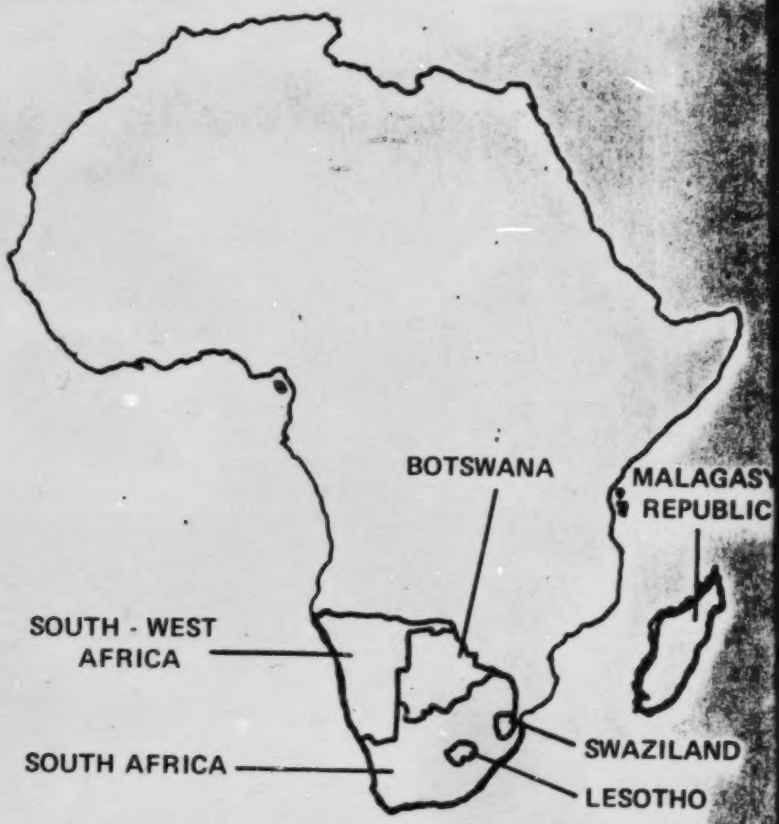
Country & Capital	Area (sq. miles)	Est. Population	Independence Dates or Political Status	Official Language
SPANISH GUINEA Santa Isabel de Fernando Poo	10,825	244,574	Two Spanish provinces, Rio Muni & Fernando Poo, jointly administered	Spanish
IFNI Sidi Ifni	580	49,889	Spanish province	Spanish
SPANISH SAHARA El-Aaiun	102,681	23,793	Spanish province	Spanish



PORTUGUESE AFRICA

Country & Capital	Area (sq. miles)	Est. Population	Independence Dates or Political Status	Official Language
ANGOLA Luanda	481,351	4,840,719	November 1975	Portuguese
CAPE VERDE ISLANDS Praia	1 1,557	201,549	Portuguese overseas province	Portuguese
PORTUGUESE GUINEA Bissau	13,948	544,184	Portuguese overseas province	Portuguese
MOZAMBIQUE Lourenco Marques	297,731	6,482,000	July 1975	Portuguese
SAO TOME and PRINCIPE Sao Tome	372	63,676	Portuguese overseas province	Portuguese

SOUTHERN AFRICA



Country & Capital	Area (sq. miles)	Est. Population	Independence Dates or Political Status	Official Language
BOTSWANA Gaberones Formerly: Bechuanaland (Mafeking, S.A.)	275,000	542,000	30 September 1966	English
KINGDOM OF LESOTHO Maseru Formerly: Basutoland (Maseru)	11,716	658,000	30 September, 1966	English
MALAGASY REPUBLIC (Madagascar) Tananarive	227,900	6,000,000	26 June 1960	French and Malagasy
REPUBLIC OF SOUTH AFRICA Capetown (parliamentary) Pretoria (administrative)	472,685	16,122,000	31 May 1910	English and Afrikaans
SOUTH-WEST AFRICA Windhoek	317,887	554,000	Republic of South Africa mandate	English and Afrikaans
SWAZILAND Mbabane (Moabane)	6,705	280,260	British Protectorate Independence not Later than 1969	English

CENTRAL AFRICA

Country & Capital	Area (sq. miles)	Est. Population	Independence Dates or Political Status	Official Language
KINGDOM OF BURUNDI Usumbura	10,747	2,750,000	1 July 1962	French
DEMOCRATIC REPUBLIC OF THE CONGO Leopoldville	905,378	15,000,000	30 June 1960	French
MALAWI Zomba (Plan to move to Lilangwe) Formerly: Nyasaland (Zomba)	49,177	2,890,000	6 July 1964	English
RHODESIA Salisbury Formerly : Southern Rhodesia (Salisbury)	150,333	3,849,000	11 November 1965	English
REPUBLIC OF RWANDA Kigali	10,169	2,694,749	1 July 1962	French
ZAMBIA Lusaka Formerly: Northern Rhodesia (Lusaka)	290,323	3,600,000	23 October 1964	English

FLORIDA INTERNATIONAL UNIVERSITY

Prof. Rose Watson

_____
Name

EDU 510
African Educational Systems: A Comparative Approach
General Facts About Africa
Pre - Test

This exercise is designed as a learning Instrucment for the student and as an aid for the Instructor in ascertaining the student's prior overall knowledge of the African Continent. No grade will be assigned to this exercise.

Directions - Write true or false, fill in the blanks or choose the correct answers.

1. Africa is the second largest continent in the world. _____ T or F
2. There are more than 40 African countries with memberships in the United Nation. _____ T or F
3. Over 800 local languages are spoken on the African continent. _____ T or F
4. Over 342,000,000 people live in Africa. This Continent ranks third in population among the continents of the world. _____ T or F
5. The names of three African leaders are _____,
   _____, _____.
6. Angola became independent in the year _____.
7. _____ was a former Belgian colony.
8. _____ & _____ were former British colonies.
9. _____ & _____ were former French colonies.
10. _____ & _____ were former Portuguese colonies.
11. Algeria is a country in Africa located South of the Sahara. _____ T or F
12. Nigeria has a population of about 64 million, the largest in Africa. _____ T or F
13. The concept of Pan-Africanism supports the Unity of all Black people. _____ T or F
14. The Continent of Africa is considered to be in the Third World. _____ T or F
15. The OAU (Organization of African Unity) was formed in 1963 to promote cooperation in solving common African problems. _____ T or F
16. South Africa does not belong to the Organization of African Unity. _____ T or F
17. The Republic of Ghana was called the Gold Coast & Togoland before independence was gained in 1957. _____ T or F

EDU 510
Pre - Test

Name _____

18. Negritude is a literary movement which first developed in French speaking West Africa in reaction to the French Colonial Policy of attempting to assimulate Africans into French culture._____ T or F

19. Ian Smith led the White minority government to declare unilateral independence in Northern Rhodesea. _____ T or F

20. Timbuktu was the name of an Ancient African learning center. _____ T or F

21. Dr. Antonio Neto is a leader of (1) Angola
(2) Kenya
(3) Ghana

22. Which of the following Countries is located in West Africa?

(1) Algeria (2) Mozambique
(3) Nigeria (4) Uganda

23. After the Civil War, many former slaves left the United States and returned to which one of these African Countries?

(1) Liberia (2) Dahomey
(3) Egypt (4) Tanzania

24. African countries are among the greatest producers of gold and diamonds in the world. T or F_____

25. Which of the following countries is located in East Africa?

(1) Mozambique (2) Uganda
(3) Sierra Leone (4) Angola

Prof. Rose Watson
D.M. 258 B
552-2501

EDU 510
AFRICAN EDUCATIONAL SYSTEMS:
A COMPARATIVE APPROACH

Spring 1976

WORK SHEET

March 30 1. Overview of class. Review of Module 2. Pre - Test 3. Media Presentation- Dave Wilson Map study - overhead projections 4. Film - Tropical Africa & African in charge 5. Assignments of tasks 1.1 & 1.2	April 6 1. Library presentation 2. Lecture - An overview of the African Continent 3. Film - Africans All 4. Student presentations of Assignments	April 13 Prof attending conference in Chicago 1. Library Assignment Module 2.1	April 20 1. Student presentations of Module II 2. Film Public Library 3. Ancient Africa 3. Discussion 4. Guest speaker - Education in South Africa
April 27 1. The Major Compenents of an educational System 2. Discussion - The Phelps - Stokes Commission Report Film	May 4 MID TERM 1. Reports - Group Reports - British and French Education Patterns Film: Focus on Kwame Nkrumah Nigeria, Giant in Africa	May 11 Group Reports Belgiam and Portuguese Educational patterns Film: Angola: Journey to a war Film: Focus on the Congo	May 18 Film: Africa in Change, East Africa The contemporary Educational thrust The addis Ababa Conference
May 25 Trends in the Development of Education in Africa - Guest Speaker Educations and Nation Building	June 1 Special topics Guest Speaker	June 8 STUDENT PRESENTATIONS	

I. Films

1. Tropical Africa - 29 minutes
2. Africa in Charge: Continent 22 minutes
3. Africans All - 23 minutes
4. Public Library - Ancient Africa
5. Focus on Kwame Nkrumah - 15 min
6. Nigeria Giant in Africa - 50 min
7. Angola: Journey to a War - 54 min.
8. Focus on the Congo - 9 Minutes

II. Addresses of African Embassies

Chart I. The major components of an educational system

EDUCATIONAL PROCESS
Resource INPUTS
Educational OUTPUTS
1. Aims and priorities
to guide the system's activities
2. Students
whose learning is the main aim of the system
3. Management
to co-ordinate, direct, evaluate the system
4. Structure and time schedule
to deploy time and student flows among different purposes
5. Content
the essence of what students are intended to acquire
6. Teachers
to help provide the essence and orchestrate the learning process
7. Learning aids
books, blackboard, maps, films, laboratories, etc
8. Facilities
to house the process
9. Technology
all the techniques used in doing the system's work
10. Quality controls
admission rules, marks, examinations, standards
11. Research
to improve knowledge and the system's performance
12. Costs
indicators of efficiency of the system

Schematic interdependence between an educational system and its environment

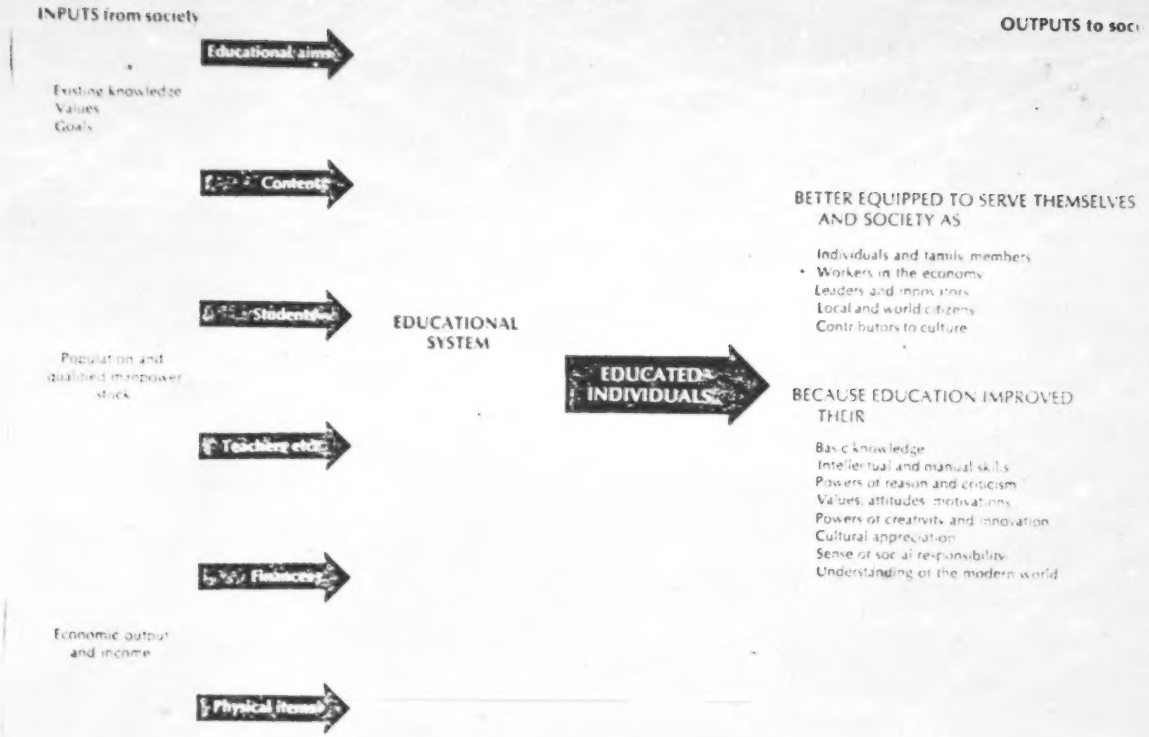
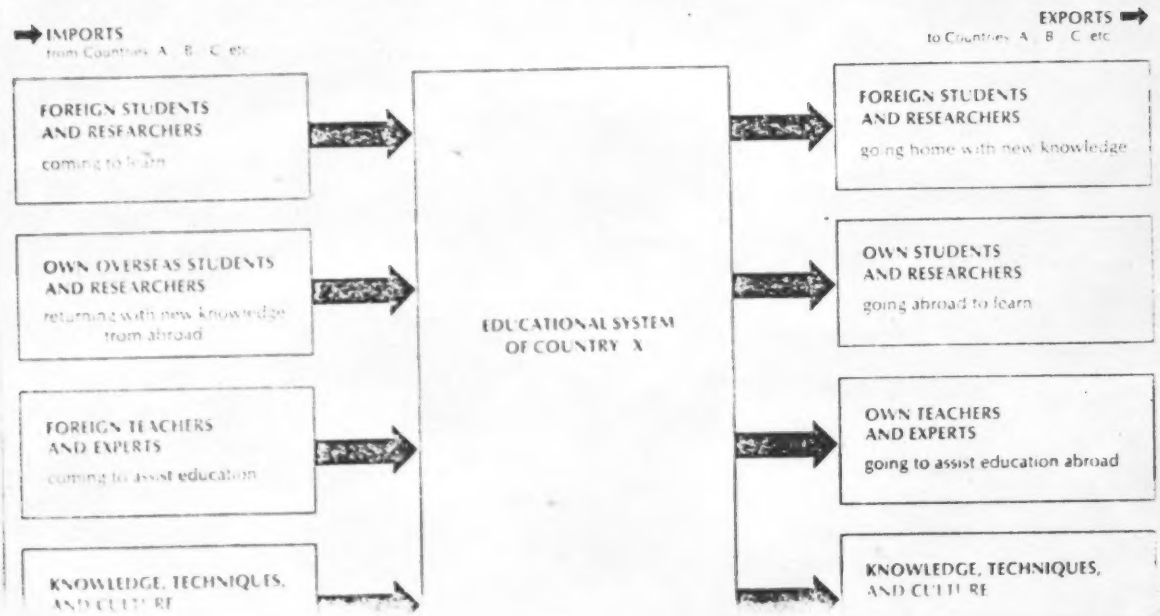
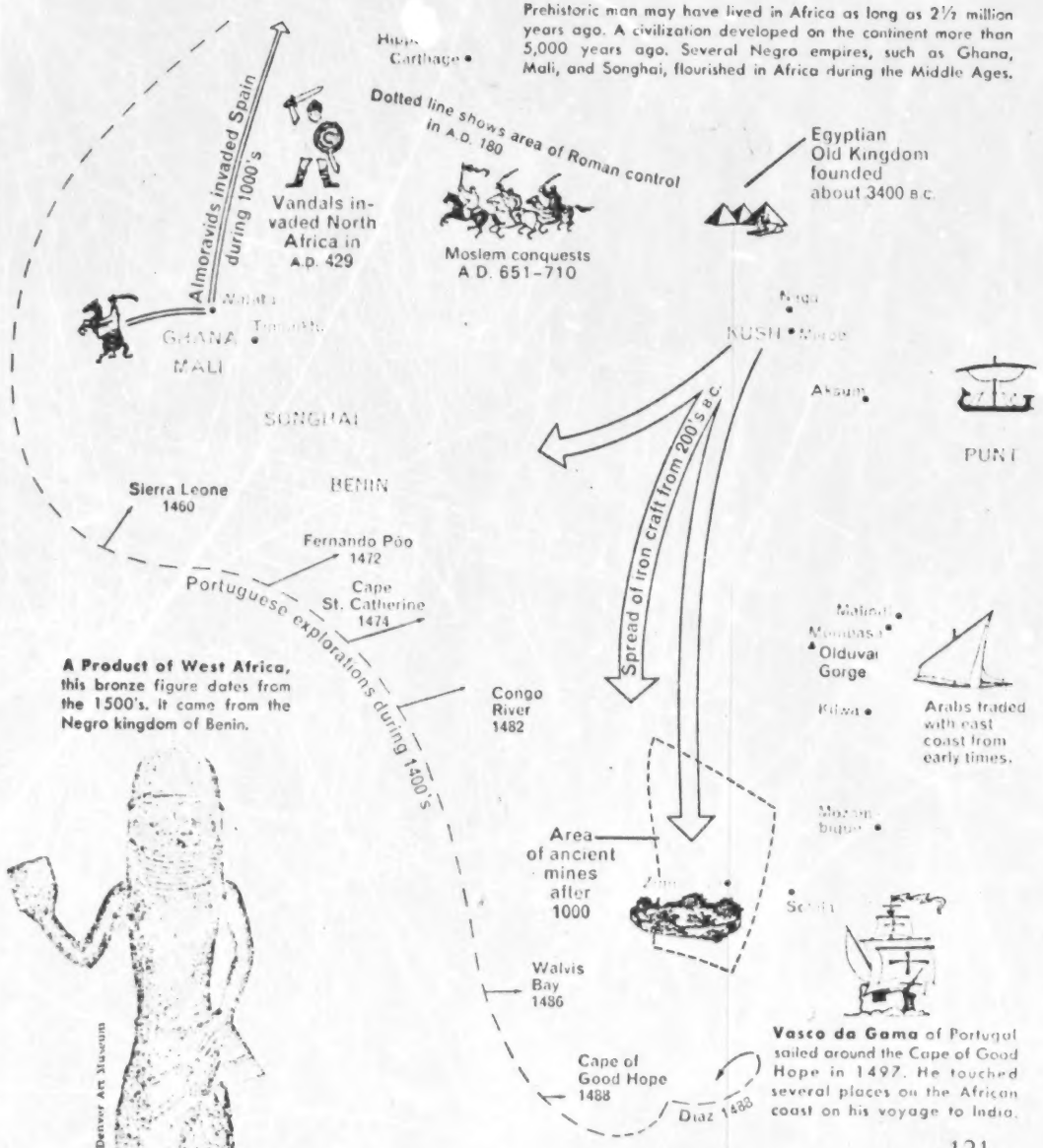


Chart III. The interdependence of educational systems of the world


IMPORTS
from Countries A, B, C etc
EXPORTS
to Countries A, B, C etc
FOREIGN STUDENTS AND RESEARCHERS
coming to learn
OWN OVERSEAS STUDENTS AND RESEARCHERS
returning with new knowledge from abroad
FOREIGN TEACHERS AND EXPERTS
coming to assist education
KNOWLEDGE, TECHNIQUES, AND CULTURE
EDUCATIONAL SYSTEM OF COUNTRY X
FOREIGN STUDENTS AND RESEARCHERS
going home with new knowledge
OWN STUDENTS AND RESEARCHERS
going abroad to learn
OWN TEACHERS AND EXPERTS
going to assist education abroad
KNOWLEDGE, TECHNIQUES, AND CULTURE

EARLY AFRICA

Prehistoric man may have lived in Africa as long as 2½ million years ago. A civilization developed on the continent more than 5,000 years ago. Several Negro empires, such as Ghana, Mali, and Songhai, flourished in Africa during the Middle Ages.



A Product of West Africa, this bronze figure dates from the 1500's. It came from the Negro kingdom of Benin.

Vasco da Gama of Portugal sailed around the Cape of Good Hope in 1497. He touched several places on the African coast on his voyage to India.

A Bronze Head, made in life in southwestern Nigeria in the A.D. 1200's, is among the finest examples of African sculpture.

Nigerian Museum, Lagos

IMPORTANT DATES IN AFRICA

c. 2½ million B.C. World's earliest people lived in the Great Rift Valley of eastern Africa.

c. 5000 B.C. Agriculture introduced into Africa from the Middle East.

3100 B.C. Upper and Lower Egypt united into one country.

c. 2500 B.C. The Sahara began to turn into a desert.

c. 2000 B.C. Cities rose and sea trade became important in North Africa.

c. 500 B.C. Kingdom of Kush established in Sudan.

c. 300 B.C. Kingdom of Aksum founded in Ethiopia.

30 B.C. Roman Empire began to control all North Africa.

A.D. 1 Bantu-speaking people began their southward migrations.

c. 300 Kingdom of Aksum converted to Christianity.

c. 500 Nubian kingdoms converted to Christianity.

651-710 Moslem Empire conquered North Africa.

c. 1000 Empire of Kanem began to expand near Lake Chad, and the Ghana empire flourished in western Africa.

1000-1500 Large kingdoms, including the Kingdom of the Kongo, were established in central Africa.

c. 1200 Mali became the strongest empire in western Africa.

1400's Songhai began to replace Mali as the strongest empire in western Africa. Portuguese sailed down Africa's west coast.

1652 The Dutch set up a trading post at Cape Town.

1770's European exploration of Africa began.

Late 1700's-1860 Moslem empires rose in West Africa.

1885 European governments began to claim parts of Africa.

1920's European colonial rule was firmly established in Africa.

1961 Most European colonies in Africa had become independent.